

That's up to the State. As far as I'm concerned, if a district receives Federal money, and that school won't teach and won't change, then at some point in time that money should not go to continue to fuel failure.

And one option is charters, and one option is school choice, but another option is private tutoring or private schools. But that's—and the Congress is going to wrestle with that issue. But the whole reason I'm here today is to remind people that the true agent for reform is accountability and be willing to measure on a child-by-child basis, and then correct on a child-by-child basis, where correction is needed. And you watch what happens in America.

The spirit of reform, and as Pat said, the willingness for people to discuss this issue in an open way is going to really reinvigorate the public schools. And to say to our teachers, loud and clear, "We love you for teaching," and to say to our principals, "Thanks for being the catalysts, the educational entrepreneurs we need," to herald the great superintendents around the country that are making a major difference, that's what this is all about.

And this is something our country must achieve and will achieve. And it's not going to come out of the Federal Government. We're just a small part of it. But one thing the President can do is to continue talking about this issue until we get it right. And that's exactly what I'm going to do.

*[Ms. Stockard then described how her students colored simple bar graphs to chart their own progress toward specific goals throughout the school year. Mrs. Bush discussed the impact and value of teachers to the Nation, and said she hopes to attract young people to the profession.]*

**The President.** Brenda, have you got anything else you want to say, now that you're warmed up? *[Laughter]*

**Ms. Seffrin.** No, but thank you for being here. It really meant a lot.

**The President.** Well, thanks. We're delighted.

Well, what do you think, Gov?

**Governor Taft.** I think you've got Congressman Tiberi's vote. *[Laughter]* Senator

DeWine is looking very supportive back there.

**The President.** He is supportive.

**Governor Taft.** And Congresswoman Pryce as well. I think that she looks supportive. I think you're making some headway. And I just want to say this, we really appreciate the fact that you have come to Ohio to highlight your education program.

**The President.** It's a great State.

**Governor Taft.** Really, your first domestic trip outside of Washington. We're honored.

**The President.** Well, thanks. It's a great State, and it seems like every time I come to Columbus, I'm coming to another school. That's a great testimony to the school district. And for those in Columbus who don't realize this, actually I've got some roots here. My grandfather was raised in Columbus, Ohio. Yes, Prescott S. Bush. So we're proud of the city and really appreciate the hospitality always shown when we come here.

Thanks very much for having us. Appreciate it.

NOTE: The roundtable began at 10:42 a.m. in Room 19/20 at Sullivant Elementary School. In his remarks, the President referred to Representatives Deborah Pryce and David L. Hobson; Senator Mike DeWine; and Les Wexner, State chairman, Business Leadership Council for OhioReads.

## Remarks on the Robert Hanssen Espionage Case

February 20, 2001

This has been a difficult day for those who love our country, and especially for those who serve our country in law enforcement and in the intelligence community.

Allegations of espionage of an FBI counterintelligence agent are extremely serious and are deeply disturbing, particularly disturbing for the thousands of men and women who work for the FBI, whose mission is to protect our national security and who now must deal with allegations that one of their own may have undermined it.

I have the utmost confidence in Director Louis Freeh and the men and women who serve in the FBI, those who represent our

country in the CIA and in the Justice Department. I thank them for their service. I commend them for their sacrifice. Allegations of espionage are a reminder that we live in a dangerous world, a world that sometimes does not share American values.

I thank the men and women who proudly serve our country. But to anyone who would betray its trust, I warn you: We'll find you, and we'll bring you to justice.

Thank you.

NOTE: The President spoke at 12:50 p.m. aboard Air Force One en route from Columbus, OH, to St. Louis, MO. A tape was not available for verification of the content of these remarks.

### **Remarks at Moline Elementary School in St. Louis, Missouri**

*February 20, 2001*

Sarah, thanks for those kind words. And Chris, thank you very much. Now, what you forgot to say is what I can say, and that is, I believe and know that a school succeeds when there is a dynamic principal in charge of the school. And that's the case here at Moline. I also know it's important to have a superintendent of schools who is willing to push the bounds of excellence, and that's what you have in your superintendent of schools.

We're so honored that you would welcome us here. Laura and I are glad to be traveling to the great State of Missouri. I want to thank your senior Senator Kit Bond. I want to thank Congressman Clay. I want to thank Congressman Akin for your hospitality. And Governor, I'm so pleased you're here as well.

We put out an invitation to all the Governors to join us next Sunday night at the White House for dinner, and the Governor has agreed to come and eat some ribs. I think it is—[laughter]—maybe not ribs, but—but I appreciate so very much you taking time to be here today.

Boys and girls, thank you all, as well, for your hospitality. We had a chance to listen to some third graders read. They sound like sixth graders to us.

Let me talk a little policy, if you don't mind. There's a time for politics in our society, and that ended a while ago. Now is the

time for good public policy, and it starts with the universal goal of every child being educated in America. That sounds like anybody would say that, but to me, it's an achievable goal.

There are some certain principles to which we need to adhere in order to meet that goal. First, setting the highest of high standards; understanding that all children can learn; not accepting excuses when certain children don't learn; not adhering to a system that shuffles children through because it's so much easier to quit as opposed to focus on a child-by-child basis. Good education starts with high standards, whether it be set by the President, the Governor, or the superintendent or the principal or the teacher in the classroom.

Secondly, I strongly believe in what we call local control of schools. I believe it's critically important for those of us in the Federal Government to align authority and responsibility where it belongs, and that is at the local level. There's the old statement, "One size fits all"—doesn't work when it comes to educating children. I fully subscribe to that.

You've got different issues, Governor, in the State of Missouri, than we had in the State of Texas. We have the same goals, the same objectives, the same heart, but you have a different set of problems. And therefore, it's incumbent upon us in the White House to work with Members of the Congress to pass Federal money back with as much flexibility as possible, to trust local people to set the course for excellence for all the children in the different school districts around the country.

Thirdly, accountability is critically important for—to meet the goal that no child will be left behind. It is incredibly important to measure, because without measuring, how do you know if a child is learning to read and write and add and subtract? How do you know? It seems like it's a fundamentally fair question for those of us in public life to ask. We're spending money; we'd like to know in return whether or not children are learning.

Now, I don't believe the Federal Government ought to design a test, Governor. I think you can design your own. You've certainly done so, at least in this school district;